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The Cee-Ay

By the Students of Columbia Academy

SUPPORT THE ACADEMY

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THIRD ACADEMICS SET HIGH SCOLASTIC RECORD

NOTED SCIENTIST DELIVERS LECTURE IN COLLEGE AUDITORIUM

Abbott Mendel, whose laws of heredity have revolutionized the science of biology in the past two decades, was the subject of a lecture by Sir Betram C. A. Windle, F. R. S., in the colege auditorium Wednesday evening. The lecture, sponsored by the Catholic Women's League, was attended by all resident students and a large percentage of day students of the college and academy.

The problems of heredity and the attempts to solve them by Lamarck, Charles Darwin and others were first explained by Sir Betram. Darwin, whose theories were interpreted by Spencer and Huxley, proposed a doctrine of natural selection or "survival of the fittest". According to the lecturer Darwin started with simplicity and worked up to complexity as the cells adapted themselves to their surroundings.

"The laws of Mendel were the coup de grace to Darwin's theory of "Natural Selection", asserted Sir Bertram, "and if we accept one we can not have the other." He showed that Mendelism works from complexity to simplicity.

The speaker was introduced by the Very Rev. Thomas Conry, president of Columbia college.

PROFESSOR CRAIG DELIVERS LECTURE IN COLLEGE AUDITORIUM

Shakespeare's "King Lear" was described as the greatest moral play in all English literature in a lecture by Professor Hardin Craig, head of the Department of English at the State University of Iowa, in the college auditorium, Monday evening. Dr. Craig said that the play contained all of the morals that Plato and Aristotle could invent.

After giving a brief outline of the story, Dr. Craig, made it plain that although the time of King Lear's reign made it necessary for Shakespeare to lay its scene in a pagan locale, the atmosphere of the tragedy was thoroughly Christian. All references to the gods, to the heavens, and to the stars, in reality mean the one God, of the Christians.

All of the good characters in Lear believe in God, said the speaker, whereas the evil characters are infidels. Ruin was said to have overcome the kingdom of Lear because all moral laws were disregarded.

Dr. Craig, at the present time, head of the English department of Iowa, is a graduate of Centre college, and won his A. M. and Ph. D. degrees at Princeton university. This was his second visit to the college.

How A Catholic High School Student Can Be Of Benefit To His Community

(Prize Essay)

The Catholic Church has always maintained, does now maintain, and ever will maintain that religious training is the all-important problem in the proper education of the child. It is in this vital quality that a Catholic school differs from a public school. The latter has chosen to discard religion, the former holds and cherishes it. The standards of physical and mental education in the public schools are undoubtedly as high as those in Catholic schools, but the public schools lack that great necessity, that foundation of all successful education—religious training.

Now that we have seen that Catholic high schools differ from public high schools, does not the question present itself: "Should not Catholic high school students differ from public high school students?" The answer is: "They should." The teachings of of the Catholic Church, promulgated through her schools, while they are primarily intended to aid us in the salvation of our immortal souls, will also serve as a guide to us in the perplexing problems of life.

One of the greatest evils of the present day is the disrespect for authority manifest everywhere. We read daily in our newspapers of youngsters who endeavor to kill themselves or their parents because they are not given perfect freedom to do as they please. Our popular magazines feature stories of "flask-toting" "society people" and the high class bootlegger who peddles his illegal trade among the wealthy. What does the Catholic Church teach in a situation like this? The Catholic Church teaches: "Honor Thy Father and Thy Mother." She teaches that we should love, honor and obey our parents in all that is not sin. By "Father and Mother" is meant not only our natural parents, but all those who exercise authority over us, as our government and its officials, our teachers at school, and other superiors. Finally, she teaches that all authority comes from God and that by honoring those who have authority over us we honor God Himself. Surely, the student in whose mind are instilled principles such as these will have the proper respect for authority so necessary in the public and private life of our day.

Again, our age has been called the "jazz age"—an age of reckless, free, unthinking search for pleasure. Our best sellers and movies of "society" picture the "young set" racing wildly from one cabaret to another, dancing, drinking, smoking till the "wee small hours" of the morning are well under way. The real danger in all this lies in the fact that it is bound to lead to the degradation, demoralization and ruin of our national life. Now the Church realizes this perfectly and for this reason teaches her children that the mad pursuit of pleasure is all foolishness, for the deepest and best pleasure is to be found in the enjoyment of the simple, commonplace things of life. She has ever held that work should come before pleasure and that legitimate recreations are not only desirable but necessary.

A question of the present day toward which is directed the serious thought of the best minds of our land is the divorce question. Wholesale divorce threatens to destroy the very foundation of our nation—the home. The Church with her doctrine, "What God hath joined together, let no man put asunder," has absolutely the only means of solving this vital problem.

Thus we see that in every question that arises, the Catholic Church comes out with an accurate, clear-cut teaching with regard to it. And these teachings are dispensed through the Catholic schools. Will not a Catholic high school student, therefore, having these principles and remedies firmly imbedded in his mind, be better able to meet the problems of life with a strong, enduring vigor and well thought-out plans? This is the kind of men we need in public life now—big men, strong in character, who, when they meet a problem, do not "curl up", but who look it in the face, analyze it, and when they have discovered the best means, carry them out with undying courage. If the Catholic high school student utilizes the teachings of the Church, learned in a Catholic high school,he will be when he meets the perplexities of life, not only a benefit to his community but a credit to his country and to his church.

James Cassidy, '26.

NEW CEE-AY STAFF SOON APPOINTED

The next issue of the CEE-AY will announce the editors of the Academy publication for the following year. The selection will be made by Fathers Steffen, Kucera, and the English professors of the Academy.

FENCL HEAD LIST WITH HIGHEST PERCENTAGE

The Third Academic class is still the intellectual peer of the Academy according to the latest honor roll. The two men who received highest averages in the Academy are members of this class. The only challenge to the superiority of the Third Academics comes from the freshman class which has an equal number on the honor roll but whose percentage is six per cent smaller.

The leaders in the respective classes for the past six weeks were Claude Bassler in the Fourth Academic class. Edward Fencl in the Third Academic class, who was also high honor man in the Academy, Walter Tekippe in the Second Academic, and Eldon Strohmeyer of the First Academics.

The Fourth Academic class failed to make much of a showing in the most recent reports, only four men out of sixty placing on the honor roll. It is expected, however, that a larger percentage will grace the list in June.

The official honor for the past six weeks is as follows:

Fourth Academics.

1.	Bassler, Claude	94.8
2.	Ahlers, Alois	93.6
3.	Conley, Joseph	92.8
4.	Spahn, Charles	92.0

Third Academics.

1.	Fencl, Edward	97.2
2.	McEnany, Francis	96.4
3.	Willging, Eugene	94.6
4.	Cassidy, James	94.4
	Schieltz, Cyril	94.4
6.	Greteman, Bernard	93.0
7.	Fahey, Bernard	92.8
	Farrell, Thomas	92.8
9.	Finley, John	91.8
	O'Leary, Benjamin	91.8
11.	Smitherum, Joseph	91.4
12.	McQuillan, Matthew	91.2
13.	Gussmann, Sylvester	90.8
14.	Slattery, Thomas	90.6
15.	Kieler, Charles	90.4
16.	Lueck, Edwin	90.0
17.	Loftus, Ward	90.—

Second Academics.

1.	Tekippe, Walter	94.6
2.	Reynolds, Harold	94.4
3.	Hoffman, Albert	93.6
4.	Mullen, William	92.4
5.	Butler, Marcus	92.3
6.	Kintzle, Clarence	91.6
7.	Enzler, Clarence	91.4
8.	Ahrendt, Melvin	90.8
9.	Molinaro, Joseph	90.8
10.	Lolwing, Alfred	90.6
11.	Vogel, Clarence	90.4
12.	Kinsella, Gerald	90.2

First Academics.

1.	Strohmeyer, Eldon	96.2
2.	Linehan, Edmund	95.4
3.	Krocheski Joseph	94.8

(Continued on Page 3)

"THE CEE-AY"

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THE STAFF.

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.....Thomas Murphy, '25
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.....Frank Greteman, '25
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EDITORIAL

HAVE WE REACHED THE LIMITS OF ATHLETIC PROWESS?

The present generation is usually inclined to consider itself foremost in the history of the world in every branch of endeavor. This is especially ture in the field of athletics. "Babe" Ruth in baseball, "Red" Grange in football, and Paavo Nurmi in track sports have led numerous critics to assert that in these individuals we have reached the limits of athletic prowess.

Now we are convinced not only that we have not yet reached the absolute limits of athletic prowess, but that our generation has even been excelled in many instances by the athletes of ancient times. Could Nurmi, we ask, run like the Greek Pheidippides? Could he run a hundred and fifty miles over the mountains of Greece in two days, make as speedy a return, fight in the first line in the battle of Marathon, and, exhausted by the battle, race more than twenty-two miles to warn the Athenians that the Persians were about to attack the city?

Though we have no records, in exact terms and figures, of the feats performed at the Greek Olympic games, we have reason to believe that the ancients easily excelled us. Their men were under rigorous training from childhood. They lived in solitude, exposed their bodies to the elements did the hardest labor, and ate raw meat to attain strength.

Among our own American Indians there are some records left that strow the strength of the time. Among the southwestern tribes a ponderous stone was the measure of strength, and stradition tells us that many of the Indians carried that stone a distance of three miles. The stone is still in existence, and no white man has ever been able to budge it from the ground. Again, Chief Rain-in-the-Face once made a run of two hundred miles in two days, and on snow shoes, at that—a record that is likely to stand for some time.

In Africa and in the South Sea Islands the natives perform some feats that might possibly be attempted by Nurmi and others without success. These natives virtually live in the water and have been known to swim more than one hundred miles at a stretch. And not only that, but there have been performed by these uncivilized tribes many other feats of strength, speed, and endurance that would smash all existing records. The reasons for such superiority are that these natives of the jungle, the forest, and the plain live close to nature and have not as yet felt the enervating effect of our civilization.

Albert J. Hoffman, '27.

SECOND PRIZE ESSAY.

Before we consider how a Catholic high school student can best help the community in which he lives we must first discover in what ways the community needs to be helped.

We know that no community is perfect; therefore, if we can find out some of its faults we can deal with the question more intelligently.

We also know that if a student's home is in a small town he has more chances to help this community than a boy has who comes from a large city. This is true because the boy from the smal town is perhaps the only one who has had the opportunity of attending a Catholic high school. Also, he is better known and people are quick to see what kind of an influence he exerts while at home. Again, while a boy who goes to a Catholic high school may not have the same chance, there are porportionately more who have attended such a school. Also, in a city there are more faults to be corrected than there are in a small town.

Hence, if we can pick out some of the faults that the average community has we can see better how one can help to better them. For instance, we can take religion. In almost every town there are a certain number who for some reason or other have fallen away from the Church. Now, while a student may not be able to bring these back to the Faith, he can do a great deal towards preventing others from following them. This is one of the things that is instantly noted about a student from a Catholic high school. If he attends Mass and receives Sacrements regularly and devoutly he is giving a very good example and others will not be slow to follow him. Even if he does not live in a Catholic community, these things are noticed far more than he realizes by his non-Catholic neighbors.

Another important factor is his habits. Many boys look forward to June and to Commencement Day as the time when they can cast tside all restraint and do anything they please. This is emphatically not so; it is indeed just the contrary. By his two or three years' work and training in a Catholic high school he is supposed to come out as one whom everyone may look up to, and of whom the community may be proud. This is primarily the reason why he is being sent to a Catholic high school. His parents did not send him there because they thought he would get a better training in the secular sciences. They sent him in order that he might be perfectly grounded in matters of Faith and duty. How sad it is, then, when such a boy turns out badly. He not only grieves his parents, but disgraces his school and gives the enemies of the Church a choice item to hold up against all Catholic schools.

Let a boy then be very careful about all of his habits. Let him have cleanliness and not give offense by profanity or swearing or any such vulgarity.

Another important point is that in every community there are certain things that older people do not approve of. It may be a certain theater, or a public dance hall that has an evil reputation. A boy can do a great deal for himself and for his community by staying away from these places. He must remember that in him there is a special influence, and if he chooses to use it for good he can do a great deal by setting a good example in a case like this.

Now in illustrating how a Catholic high school students can help or better his community we have taken up the question only as to how he may serve his community. But there are others to whom he owes even more. There are his parents, who gave him this chance to make sombething of himself. Surely he owes them the greatest debt in the world. Also, there are all his old friends. Many boys after spending a year or more at boarding school or at some Catholic high school come home with the idea that they are a little better than their old companions. This is pure snobbery and nothing will make a worse impression on the people of the community. A boy who takes this view not only harms himself but throws away the chance to influence other boys for the better and his training has not done him very much good.

Some people are of the opinion that in our society, as we know it today, we are always too ready to believe a man to be in the wrong. We believe that he is always ready to do his worst rather than his best. A man or boy who can see the good, or good intentions of his felow man will go far in helping to make his community better and happier, and will emerge from the process a nobler man himself.

T. Keegan Murphy, '25.

THIRD ACADEMICS SET HIGH SCHOLASTIC RECORD

(Continued from Page 1.)

4. Ernsdorff, Louis 94.4
5. Jaeger, Alvin 93.8
6. Runde, Louis 93.6
7. Kolfenbach, Edwin 93.4
8. Meissen, Lawrence 92.6
Nelson, Thomas 92.6
10. Lorenz, Alfred 92.4
11. Kreiser, Trehain C. 92.0
12. Schmitz, Anthony 91.8
13. Cassidy, Francis 91.4
14. Schares, Roman 90.2
15. Kress, Donald 90.0
16. King, Fred .....90—
Schwind, Clifford .....90—

Summary.

Class	Total Registered	Total on Honor Roll	Per Cent
Fourth Academics	60	4	6.66
Third Academics	61	17	27.86
Second Academics	73	12	16.43
First Academics	79	17	21.51

E. A. FITZGERALD,
Registrar.

BOOK RACK

"A SON OF THE MIDDLE BORDER"

by

HAMLIN GARLAND

Century Company—$2.

"A Son of the Middle Border" was written by Hamlin Garland and was published in 1917.

The author was born in Wisconsin in 1860 and later moved to Iowa where he spent a great part of his life. As a boy he helped his father with all the hard work of making a farmland out of a prairie. His schooling was irregular, but he finished the course at Cedar Valley Seminary, Osage, Iowa, and then taught, 1882-3. In 1884 he went to Boston where he began his career as a writer.

"A Son of the Middle Border" is autobiographical in character and treats of farm life in Iowa in the '70's and '80's—"not as the summer boarder or the young lady novelist sees it, but as the working farmer endures it."

The principal characters are the boy, his father, and his mother. The boy is, of course, Hamlin Garland himself.

The story deals with the affairs of the family after the father's return from the war—with their struggles against the hardships of pioneer days when country life consisted largely of reducing to cultivation one prairie waste after another. The heroic work of this pioneer Iowa family is graphically portrayed from the time they make their first settlement until the closing days in California.

Garland's success depends not only on his skill as a writer—on his power of visualization, his choice of details, his vividness of delineation—but on the richness of his material and on the honesty and sincerity of his views, as well. Hamlin Garland tells the truth with brutal directness, and tells it in a way that convinces.

"A Son of the Middle Border" is not a mere story; it is a living document in the history of Iowa of the West.

Ward Loftus, '26.

LOCAL ITEMS

"Jack" Innes, a former student of the Academy, spent the week-end visiting his old school mates.

"Len" Healey, who is now going to Farley High school, visited here last Sunday. He said that he would be back here again in the fall.

Last Tuesday morning a Solemn Requiem Mass was said by Fr. Craney for the repose of the soul of his mother, who had passed to her eternal reward a few days earlier. Frs. Kerper and Duggan assisted as Deacon and Sub-deacon, respectively.

Kenny McGuire's folks motored here from Chicago to spend the week-end in Dubuque.

English prof.: What kind of an infinitive is this: "It must give you much satisfaction to be good looking."

Corneilson: "Well, I suppose you'd call that a complimentary infinitive.

Varsity Wallops Luther; Acs. Win Twice

KOOB PITCHES GREAT GAME FOR VICTORS

With "Lefty" Koob in wonderful form the Varsity had little trouble in taking Luther into camp Tuesday by a score of 13 to 1. Never during the contest was Koob seriously threatened or forced to exert himself.

Luther played a brand of ball far below their usual standard. They were treated rough. Radtke, the third offering seemed to have a little more control than his predecessors.

The Varsity lost no time in getting started, hopping on Teie, a southpaw, for three runs in the first inning, two in the second and one in the third. Torwick, the next victim was touched for four in the fourth and two more in the fifth. A flock of errors and bum baseball were largely responsible for the number of scores.

The cold weather put the players at a decided disadvantage. Koob deserved a shut-out. White's error and Orwoll's double to the left field wall enabled them to score their lone tally in the third. Score:

Luther	AB.	R.	H.	P.	A.	E.
Larson, 1b.	5	1	0	10	0	1
Roddy, lf.	5	0	0	2	0	1
Orwoll, cf.	4	0	1	4	0	0
M. Pederson, 2b.	4	0	0	1	2	2
Duckstadt, c.	2	0	0	4	0	0
Brykelund. c.	2	0	0	3	2	1
Radke, p.-rf.	4	0	1	0	2	0
Teie, p.-rf.	4	0	2	0	1	0
Torwick, p.	2	0	2	0	3	0
P. Peterson, p.-rf.	0	0	0	0	0	0
E. Olson, ss.	4	0	1	0	0	1
Totals	35	1	7	27	10	5

Columbia	AB.	R.	H.	P.	A.	E.
Lynch, cf.	4	1	2	3	0	0
Kopel, 3b.	4	2	2	2	4	1
White, ss.	4	2	2	1	3	1
Kelly, 2b.	5	3	4	2	1	1
Bird, rf.	4	2	1	2	0	0
Sprengelm'er, 1b.	3	1	0	11	0	1
Rourke, c.	4	0	0	3	0	0
Koob, p.	4	1	1	0	4	0
Dahl, lf.	1	1	0	0	0	0
Nonnan, lf.	1	0	0	0	0	0
Totals	34	13	12	24	12	4

COLLEGE ORCHESTRA TO GIVE CONCERT MAY 11

The Columbia College orchestra will give a concert in the College auditorium, Monday evening, May 11. It is under the personal direction of Professor Edward Schroeder of the Violin Department.

The orchestra has had several rehearsals during the past weeks and from all appearances will retain the high standard it has held during recent years.

It will be assisted by the folowing musicians: Mr. Aloysius Forkenbrock, trombone; Miss Thelma Lillig, cellist; Mr. Clarence Enzler, violinist, and Mr. Desmond Pitzer, xylophones.

For Him To Decide.

"Well, well," said the absent-minded professor, as he stood knee-deep in the bathtub, "what did I get in here for?"

ACADEMY NINE DEFEATS LENOX

The Academy's superb and timely fielding coupled with the erratic playing of the Lenox College nine, enabled us to win over the Hopkinton aggregation. The final score wa 4-3. Bortscheller's playing at shortstop was the sensation of the day. Frenk Klees, pitching ace of the Academy, was in top form and put down six of the opposing batters via the strike-out route.

Marolf, the opposing pitcher, hurled a great game but his team mates failed to give him the necessary support. His hitting was responsible for two of the Lenox runs. The scores were made as follows:

Second Inning.

Lenox—Marolf got a two base hit to center field but in attempting to stretch it into a three bagger was thrown out, Bortscheller to Pacetti Moore flied out to Connelly, McAllister flied out to Ball.

Academy—Hurley drew a walk and stole second. He advanced to third on Bortscheller's single. Ball drew a pass to first. Marolf made a wild pitch and Hurley scored, Bortscheller going to third and Ball to second. Connelly hit a neat single to left field scoring Bortscheller, and Ball advanced to third. Ball was thrown out, Marolf to McAllister, on an attempted hit and run play. Connelly stole second. Klees struck out. Tobin was safe on a slow grounder. Nicholson hit a swift grounder to Moore and was thrown out at first.

Fourth Inning.

Lenox—Martin grounded to Connelly and was thrown out at first. Marolf flied out to Ball. Moore singled and stole second. McAllister was walked. Reeder singled, scoring Moore who had advanced to third on Pacetti's error. Guthrie struck out.

Academy—Bortscheller was safe on Moore's error. He stole second and advanced to third on McAllister's error. Ball was thrown out, McAllister to Martin. Connelly grounded to Pierce and was thrown out at first. Bortscheller scored on the play. Klees was hit by a pitched ball. He stole second. Tobin struck out.

Fifth Inning.

Lenox—Gaddy flied out to Connelly. Pacetti stopped Pierce's hot grounder and nailed him at first. Egger struck out.

Academy—Nicholson struck out. Pacetti flied out to Egger. Hohmann singled to right, and reached second on Gaddy's error. He advanced to third on a wild pitch. Hurley struck out.

Seventh Inning.

Lenox—McAllister was thrown out, Nicholson to Hohmann. Reeder flied out to Hohmann. Bortscheller grabbed Guthrie's liner.

Academy—Plamondon went in for Nicholson and McCrea for Hurley. Plamondon was safe on Gaddy's error. Pacetti was thrown out, Pierce to Martin. Hohmann was thrown out, Pierce to Martin and Plamondon advanced to third on the play. McCrea hit a single to left field scoring Plamondon on the play.

Ninth Inning.

Lenox—Martin was safe on Hohmann's error. Marolf singled to right. Martin advanced to second and then stole third. Moore doubled to right thus scoring Martin and Marolf McAllister hit into a double play, Bortscheller to Pacetti. Reeder was thrown out at first.

Box Score.

Academy	AB.	R.	H.	E.
Tobin, rf.	3	0	1	0
Nicholson, c.	3	0	0	0
Pacetti, 3b.	4	0	1	2
Hohmann, 1b.	4	0	1	1
Hurley, lf.	4	1	0	0
Bortscheller, ss.	4	2	1	0
Ball, cf.	3	0	0	0
Connelly, 2b.	3	0	1	0
Klees, p.	4	0	0	0
Plamondon, c.	1	1	0	0
Finley, cf.	1	0	0	0
Brown, rf.	1	0	0	0
Reed, 2b.	1	0	0	0
McCrea, lf.	1	0	1	0
Totals	37	4	5	3

Lenox College	AB.	R.	H.	E.
Pierce, 3b.	4	0	0	0
Egger, rf.	4	0	0	0
Martin, 1b.	4	1	0	0
Marolf, p.	4	1	2	2
Moore, ss.	4	1	2	3
McAllister, c.	4	0	0	1
Reeder, cf.	4	0	1	0
Guthrie, lf.	3	0	1	0
Gaddy, 2b.	3	0	1	3
Totals	34	3	7	9

Score by innings:

Lenox	000	100	002—3
Academy	020	100	10x—4

TENNIS.

The Academy tennis tournament which promises to eclipse all former like events in interest and quality of playing, got under way Monday Henry Aldrete, president of the Academy Tennis association, and Charles O'Connor, vice president and a member of last year's team, are in charge of the tournament.

There are twenty-three entries in the singles and sixteen pairs entered in the doubles. The class of the players should insure interesting games at all times. O'Connor, Aldrete, Wilikins, Hohmann, and Nicholson are well known for their good playing in former years. Meagher, Ross, and McPartlin are new men who should show up well against these. The weather being favorable four pairings will be run off each day. Rain and baseball activities throughout the middle of the week interfered with the schedule and but two sets were played, Wilkins winning from Willging 6-4, 6-2, and Loftus and Lefebure over Farnum and McCloskey 6-1, 6-2.

The winners of the College and Academy tournaments will meet for the championship of the school. These sets should arouse great interests for the winners of the separate meets will be of about equal calibre.

ACADEMY SHUTS OUT GALENA HIGH

The Academy baseball team chalked up its second win in a hard fought game with Galena Tuesday afternoon on Clark Field. The score which was 3-0 indicates how tight the game was. Behn, playing right field for the Academy, was the star of the game, getting two hits out of four times at bat, spearing two hot liners, and also featuring in a double play. Tobin, pitcher for the Academy twirled a good game and much credit goes to him for the win. Biesman, the opposing pitcher, hurled a good game but the Academy managed to slip over six hits on him.

The scores came as follows:

Second Innings.

Hurley doubled to center field. Finley struck out. Hurley advanced to third. Connelly was safe on McMahn's error, and Hurley scored on the play. Plamondon was safe on McMahn's error. Connelly advanced to third, and he reached home on a wild pitch. Tobin and Behn struck out.

Fourth Inning.

Connelly singled to left and stole second. Plamondon struck out. Tobin was thrown out, Bluhm to Hurst, and Connelly advanced to third on the play. Behn singled to left, scoring Connelly. Ball singled to left, and Behn advanced to second. Pacetti struck out.

Box Score.

Academy	AB.	R.	H.	E.
Behn, rf.	4	0	2	0
Ball, cf.	3	0	1	0
Pacetti, 3b.	3	0	0	1
Bortscheller, ss.	3	0	0	1
Hurley, 1b.	2	1	1	0
Finley, lf.	3	0	0	0
Connelly, 2b.	3	2	1	0
Plamondon, c.	2	0	0	0
Tobin, p.	3	0	1	0
Doran, 1b.	1	0	0	0
Nicholson, c.	1	0	0	0
Totals	28	3	6	2

Galena	AB.	R.	H.	E.
McMahn 3b.	4	0	0	2
Engels, cf.	4	0	1	0
Bluhm, 2b.	3	0	0	0
Biesman, p.	3	0	1	0
Stovell, rf.	3	0	1	0
Minnegan c.	3	0	1	0
De Bord, lf.	3	0	0	0
Hurst. 1b.	3	0	0	0
Metzgar, ss.	3	0	1	0
Totals	29	0	5	2

Score by innings:

Galena	000	000	0—0
Academy	020	100	x—3

BASEBALL
TOMORROW
ACADEMY
VS.
DUBUQUE
NATIONALS
Clark Field
3:00 P. M.

THE WASTEBASKET

In a debate on prohibition in the Public Speaking class, a speaker for prohibition was pointing out the evils of liquor.

"Take for example a ship, being christened with champagne, and after the first taste of wine the ship takes to water and sticks to it ever after."

After reading Doran's well worded and well constructed composition on Napoleon, the professor turned to him and said, "Now, Charlie, didn't some of that come from an encyclopedia?"

Charlie: "No, sir."

Prof.: "Now be frank with me. Didn't you get part of it from an encyclopedia?"

Charlie: "No, sir, I got it all from that source."

Hurley: I tried a salesman's job last summer.

Friend: How'd you get away?

Hurley: Well, one day I got two orders in one store.

Friend: You did! What were they?

Hurley: One was to get out and the other was to stay out.

Way back when Jack Ryan used to caddy for a local judge at the links, he was called into court to testify in a criminal suit.

"Now, my boy," said the judge, "are you sure that you know the nature and the significance of an oath —that is, what an oath really means?"

Jack looked up at the judge in surprise and then answered, "Why of course I do, Judge. Don't I caddy for you at the Country Club?"

A student's mother called to see him and was presented to Fr. Kucera, who congratulated her on her large and affectionate family.

"Large and affectionate," she asked surprised.

"Yes, indeed, five of Steve's brothers and two of his sisters have called several times this winter and asked to take him out."

On the Safe Side.

A kind old gentleman seeing a small boy who was carrying a lot of newspapers under his arm said: "Don't all those papers make you tired, my boy?"

"Naw, I don't read 'em," replied the lad.

A New Name for Them.

One rainy afternoon Aunt Sue was explaining the meaning of various words to her young nephew, "Now, an heirloom, my dear, means something that has been handed down from father to son," she said.

"Well," replied the boy thoughtfully, "that's a queer name for my pants."

Grapes!!

Goil—"Mary looks terrible in that new summer fur."

Nother one—"I can't afford one either."

"Did you open the windows wide?"

"You bet I did? Pulled the top half all the way down and the bottom half all the way up."

COLUMBIA FIRE-EATERS PRAISED

Columbia won recognition in the Dubuque papers this week for its "fire-fighting" forces last Tuesday when the student body celebrated a free day by helping to put out the Cooper fire. Fathers Russell and Loosbrock did some second story work on Eleventh sareet that he lped to extinguish two fires. They were assisted by a bucket brigade of students. Coach Anderson had another crew down on Bluff street that climbed to the tops of three houses there to put out roof fires. Rumor has it that Mariano Falgui, has been looking up the market reports ever since the fire. Don't invest in oil stock, Mike.

NEW ARRIVAL IN OUR ALLEY

A new addition in our Alley has elicited much praise during the past few days. It is a Baby Lincoln with balloon tires, electric shock absorbers, hot and cold running water, and a five hundred dollar mortgage. No one has yet inserted his nameplate but one of the athletic coaches has been seen driving it at regular nocturnal intervals. Mr. Cretzmeyer, by the way, has a Studebaker.

ACADEMY TRIP.

It has been announced that the Academy will play at Waterloo on May 8th. They are to play the Sacred Heart High aggregation of that city on Friday and on the following day will play at Ackley. Good luck, Academy!

So It Does.

A Chicago man has a son who has just entered school. He was supposed to be enjoying it, but one morning he walked into the dining room, where his father was having breakfast and remarked.

"I'm tired of going to school, pa. I think I'll stop."

"Why?" asked the father. "What is you objection of going to school?"

"Oh," answered the boy, "it breaks up the day so."

Thought Cots Were Cars.

A physician started a model insane asylum, and set apart one ward especially for crazy motorists and chauffeurs. Taking a friend through the building he pointed out with particular pride the automobile ward and called attention to its elegant furnishings and equipment.

"But" said the friend, "the place s empty; I don't see any patients."

"Oh, they are all under the cots fixing the slats," explained the physician.

As She Spoke.

"Henry, It says here that Mr. Kopel pelted the pill for three sacks. What does it mean?"

"Good Heavens, Mary, can't you understand plain English? It means that he slugged the sphere safe and landed on the third pillow."

THIIRD PRIZE ESSAY.

Foremost in the ranks of civic workers we ought to find the Cotholic high school student, whose very instruction and education in the Catholic High school of America shapes the lad for a life not beneficial to himself alone, but also to the community in which he lives. In many ways can he bear up his portion of the civic burden, sacrificing little or much as the case may be. Upholding, not down-trodding; boosting, not knocking; helping, not hindering the community is the work cut out for this generation of young men.

His first duty to the community lies in his own personal habits. A certain section of a city, a certain neighborhood is known for good or for bad by its products, by the reputation of its residents. The slums is almost always recognizable in one of its sons. If the student has a high standard of moral cleanliness it will reflect on the neighborhood. Let him as a loyal Catholic be first in the banishment of immoral shows and in the suppression of rotten literature. If such evils are allowed to run wild, the next generation will show a depreciation in its moral standards and the situation will result in a depreciation of the appearance, business, and general worth of the community.

If each Catholic high school student sets about to improve the appearance of his lawn and yard by planting trees and shrubbery, and his home by paint, the community would soon prove to be a place of beauty. People would move there because of its beautiful front and big business would follow soon.

Civic meetings for the puprpose of arousing public interest in the community and in social problems should be attended by Catholic high school students. An active part should be taken in the discussion of these problems. Committee duty should not be shirked by these students who are as well qualified for this work as many an older man.

Any effort to establish clinics for the poor, social work in the poorer districts, campaigns for parks and playgrounds for the needy should be met by the approval and unselfish work of the Catholic high school student.

Aiding the police and fire departments in the removal of the immediate causes of crime and fire is the duty of the student, for by doing this he can probably save the community many dollars. The sanitary condition of his own home will help the health department in its work.

Above all, reverence for the law should be uppermost in his mind. Whether or not he himself thinks the law is meet and just; for if the law of the land is not respected, then all the work of our forefathers has been in vain.

In these and in many more ways can the Catholic high school student be contributory to the welfare of the community. May his civic pride and endeavor long remain a testimonial of his religion and reflect on the school the glory and honor of an American with a sense of duty.

Mark Gavin, '25.

INTERCLASS BASEBALL STANDING.

The teams in the interclass baseball league have practically reached the middle of the schedule, and great interest and enthusiasm have been manifested by the students whose teams are leading in the race. The majority of the teams in the major division have two games yet to play before they will have played around once, so it is possible that their season will close when they reach this point. If this is the case, the 4A team which has been playing classy ball, will probably win out with 3B runner-up.

In the minor division, where the race has been close, interest is at a high pitch. There are but two games left to be played before they have reached the middle of the schedule and should the season close then, two or more teams will be tied for first place. It is very probable that they will play around again. The 2A team led by the Midgets Mullen, Ball, and O'Connor look like the best bet.

The standing are as follows:

Major League.

	Won	Lost	Pct.
4A	3	0	1.000
3B	3	1	.750
4C	2	2	.500
3C	1	2.	.333
4B	1	2	.333
3A	0	3	.000

Minor League.

	Won	Lost	Pct.
2A	4	1	.800
1A	3	1	.750
1C	3	1	.750
2B	2	1	.666
1B	1	4	.200
2C	0	5	.000

KAMPUS KWIBS.

Why do the students take no interest in Academy games?

'I believe that students take no interest in Academy games because they believe we do not have good games and that the team is not good. These are both untrue. We have a good team and all we need to do is get behind it and do our part."

Arthur Weber, '25.

"Students don't take an interest mainly because the games are in free time and because they usually have their time taken up by gang games. Then nobody wants to walk up to see a game nine times out of ten."

Raymond L. Deming, '26.

"I think the students don't support the team because, after seeing a Varsity game they think the Academy games are no longer of any account. If they would attend one or two of the games they would change their minds in a hurry."

Walter H. Tekippe, '27.

"If the team would play on a suitable day the students would gladly support the team. Generally the games are played on Saturday afternoons and most students believe in having a good time on this day, after a week of hard work."

William J. Clemes, '27.

His Last Request.

Judge (to prisoner just condemned to death)—"You have the legal right to express a last wish, and if it is possible it will be granted."

Prisoner (a barber)—"I should like just once more to be allowed to shave the District Attorney."